
South Dakota Alternate Academic Content and Achievement Standards

Reading Summary



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KINDERGARTEN READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
K.R.1.1 Relate letters and sounds, and identify patterns in words and phrases.	K.A.R.1.1 Relate letters and patterns with associated sounds.
K.R.1.2 Comprehend and respond to text read aloud.	K.A.R.1.2 Demonstrate an interest in oral reading.
K.R.1.3 Demonstrate knowledge of print structures found in books, signs, and other familiar uses of text.	K.A.R.1.3 Demonstrate an interest in reading materials.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
K.R.2.1 Retell familiar stories using beginning, middle, and end.	K.A.R.2.1 Predict patterns.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
K.R.3.1 Recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations.	K.A.R.3.1 Examine diverse cultures through a variety of texts.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
K.R.4.1 Locate printed material that provides information.	K.A.R.4.1 Identify pictures of familiar objects/surroundings.
K.R.4.2 Distinguish between “make believe” and “real” in print materials.	K.A.R.4.2 Distinguish between “make believe” and “real” in every day experiences.

South Dakota Kindergarten Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Identify letters and patterns with associated sounds. • Demonstrate a response to oral reading. • Demonstrate knowledge of familiar print structures. • Predict and continue patterns. • Compare diverse cultures through a variety of texts • Classify pictures of familiar objects/surroundings. • Distinguish between “make believe” and “real” in every day experiences and/or stories.
Applying	<ul style="list-style-type: none"> • Relate letters and patterns with associated sounds. • Demonstrate an interest in oral reading. • Demonstrate an interest in reading materials. • Predict patterns. • Examine diverse cultures through a variety of texts. • Identify pictures of familiar objects/surroundings. • Distinguish between “make believe” and “real” in every day experiences.
Developing	<ul style="list-style-type: none"> • Relate pictures with associated sounds. • Demonstrate attention to oral reading. • Show an emotional response to favorite stimuli in reading materials. • Imitate patterns. • Respond to cultural diversity through symbols of celebrations) • Respond to pictures of familiar objects/surroundings. • Imitate real life experiences through make-believe play.
Introducing	<ul style="list-style-type: none"> • Respond to objects with associated sounds. • Respond to oral stimulus. • Explore reading materials. • Imitate sounds. • Explore diverse cultures through a variety of objects • Explore pictures of familiar objects/surroundings. • Explore objects of real-life-experience.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

1st GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
1.R.1.1 Use knowledge of letters and sounds to read text.	1.A.R.1.1 Distinguish sounds and patterns.
1.R.1.2 Read orally with accuracy, fluency, and comprehension.	1.A.R.1.2 Attend to a story read orally.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
1.R.2.1 Locate major structures in text to form an understanding of stories and other materials.	1.A.R.2.1 Sequence familiar events with the use of picture cues.
1.R.2.2 Use major literary elements in text to form an understanding of stories and other materials.	1.A.R.2.2 Examine story elements in text.
1.R.2.3 Identify patterns of rhyming words and repeated phrases in various texts.	1.A.R.2.3 Imitate patterns of rhyme and alliteration.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
1.R.3.1 Identify similarities and differences in stories written by the same author.	1.A.R.3.1 Identify pictures that are similar and different.
1.R.3.2 Explain what authors and illustrators do.	1.A.R.3.2 Imitate the work of authors and illustrators.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
1.R.4.1 Locate the basic structural elements of informational text to derive meaning.	1.A.R.4.1 Identify signs and labels.
1.R.4.2 Explain the difference between fantasy and reality in print materials.	1.A.R.4.2 Distinguish between “make believe” and “real” in pictures.

South Dakota 1st Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Continue the pattern of a word family. • Actively participate and respond to the story. • Sequence familiar events. • Compare/contrast character qualities using words or pictures. • Initiate patterns of rhyme and alliteration. • Sort and classify objects based on similarities or differences. • Share stories and illustrations to others. • Interpret meaning of signs and labels. • Sort pictures according to “make believe” and “real”.
Applying	<ul style="list-style-type: none"> • Distinguish sounds and patterns. • Attend to a story read orally. • Sequence familiar events. • Examine story elements in text. • Imitate patterns of rhyme and alliteration. • Identify pictures that are similar and different. • Imitate the work of authors and illustrators. • Identify signs and labels. • Distinguish between “make believe” and “real” in pictures.
Developing	<ul style="list-style-type: none"> • Identify a picture associated with a sound. • Demonstrate an interest in a story being read to them. • Sequence familiar events with the use of picture cues. • Respond emotionally to a story. • Imitate planned cues. • Match a picture to a real object. • Independently demonstrate writing movements. • Name (point to) pictures of familiar objects/surroundings. • Associate concrete objects to pictures.
Introducing	<ul style="list-style-type: none"> • Respond to a sound. • Respond to a sound. • Imitate a pattern. • Respond to a favorite toy. • Respond to a voice. • Grasp a familiar object. • Grasp a writing utensil. • Respond to pictures of familiar objects/surroundings. • Manipulate objects of real-life-experience.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.

3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

2nd GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
2.R.1.1 Use phonological cues to read unfamiliar text.	2.A.R.1.1 Identify letters, sounds, and patterns in words and phrases.
2.R.1.2 Apply strategies to read and understand different types of texts.	2.A.R.1.2 Understand and respond to text read aloud.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
2.R.2.1 Locate major structures in text to form an understanding of stories and other materials.	2.A.R.2.1 Demonstrate sequential knowledge of a familiar story.
2.R.2.2 Explain major literary elements in text to convey an understanding of stories and informational material.	2.A.R.2.2 Identify literary elements in text.
2.R.2.3 Identify rhythm, rhyme, and alliteration in poetry and prose.	2.A.R.2.3 Complete patterns using rhyme and alliteration.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
2.R.3.1 Compare and contrast different versions of the same story or poem from various cultures.	2.A.R.3.1 Examine stories from two different cultures.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
2.R.4.1 apply structural elements of informational text to locate information and create meaning.	2.A.R.4.1 identify printed material that provides information.
2.R.4.2 explain the difference between fiction and informational text.	2.A.R.4.2 discriminate between “make believe” and “real” upon hearing a story.

South Dakota 2nd Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Decode words using phonemic awareness techniques. • Read and understand basic sight words. • Use their sequential knowledge to determine cause and affect relationships • Describe in detail the story elements. • Identify rhythm, rhyme, and alliteration in poetry and prose. • Examine stories from two different cultures and identify similarities and differences. • Utilize printed material that provides information. • Tell a story using “make believe” or “real” characters.
Applying	<ul style="list-style-type: none"> • Identify letters, sounds, and patterns in words and phrases. • Understand and respond to text read aloud. • Demonstrate sequential knowledge of a familiar story. • Identify literary elements in text. • Complete patterns using rhyme and alliteration. • Examine stories from two different cultures and identify similarities and differences. • Identify printed material that provides information. • Distinguish between “make believe” and “real” upon hearing a story.
Developing	<ul style="list-style-type: none"> • Match sound to picture. • Actively engage while reading. • Sequence familiar events with the use of picture cues. • Imitate planned cues. • Sort and classify cultural objects based on similarities or differences. • Infer meaning from environmental text. • Distinguish between “make believe” and “real” in pictures.
Introducing	<ul style="list-style-type: none"> • Respond to a sound. • Imitate a sequential pattern. • Respond to a favorite toy. • Recognize they can imitate a self-initiated pattern. • Respond to objects relating to differing cultures. • Respond to pictures of familiar objects/surroundings. • Respond to external stimuli.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

3rd GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
3.R.1.1 Use decoding and word recognition skills to develop vocabulary and increase fluency when reading unfamiliar text.	3.A.R.1.1 Uses knowledge of letters and sounds and word recognition skills to state corresponding sounds.
3.R.1.2 Use comprehension strategies to read and understand unfamiliar words, phrases, and passages.	3.A.R.1.2 Make and confirm predictions, or ask questions about text read aloud.
3.R.1.3 Identify text organizational features and their purpose in fiction and informational text.	3.A.R.1.3 Locates the parts of a book.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
3.R.2.1 Locate, describe, and use text structures to expand meaning in a selection.	3.A.R.2.1 Describes the events at the beginning and the end of the story.
3.R.2.2 Distinguish differences among various literary elements and devices in grade level text.	3.A.R.2.2 Compare two stories or two poems.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
3.R.3.1 Respond to ideas and attitudes expressed in literature by making personal connections.	3.A.R.3.1 States a personal connection to the story.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
3.R.4.1 Gather information to research a topic.	3.A.R.4.1 Can tell places to find information.
3.R.4.2 Utilize a set of directions, a model, or diagram in order to complete a project.	3.A.R.4.2 Follow two-step directions with a visual example to complete a project.

South Dakota 3rd Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Uses knowledge of letters and sounds and word recognition skills to read words. • Make and confirm predictions, ask questions, and/or visualize about text read aloud. • Locates organizational features in written text to access information. • Sequence the main events and/or describe the main problem or solution • Compare character traits, settings, and plots between two stories. • Describe a personal connection to the story. • Locate places to find information. • Follow three-four step directions and examples to complete a project.
Applying	<ul style="list-style-type: none"> • Uses knowledge of letters and sounds and word recognition skills to state corresponding sounds. • Make and confirm predictions or ask questions from text read aloud • Locates the parts of a book. • Describes the events at the beginning and the end of the story. • Compare two stories or two poems. • States a personal connection to the story. • Can tell places to find information. • Follow two-step directions with a visual example to complete a project.
Developing	<ul style="list-style-type: none"> • Identifies letters. • Child asks questions about text read aloud. • Identifies the parts of a book. • Describes two details from the story. • Tell whether a story is “real” or “make-believe” • Tells whether the story relates to the child. • Can identify people as resources. • Follow one-step oral direction.
Introducing	<ul style="list-style-type: none"> • Identifies functional symbols. • Child listens and attends to text read aloud. • Identifies and looks at a book. • Tells one detail from the story. • Can identify or respond to one thing that is real. • Describes how someone relates to the child. • Can identify important people in life. • Follow one-step oral direction with physical prompt.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.

3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

4th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
4.R.1.1 Apply knowledge of complex word patterns to determine meaning of unfamiliar words.	4.A.R.1.1 Uses picture clues to determine meaning of unfamiliar words
4.R.1.2 Apply strategies to construct meaning from grade-level text.	4.A.R.1.2 Uses personal experiences to relate to text.
4.R.1.3 Use organizational features of fiction and informational text to activate prior knowledge and to make predictions about text.	4.A.R.1.3 Uses pictures to make predictions.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
4.R.2.1 Identify text structures and the specific text that demonstrates that form of organization.	4.A.R.2.1 Describes the events at the beginning, middle, and the end of the story.
4.R.2.2 Compare and contrast various literary elements and the use of literary devices.	4.A.R.2.2 Compare two stories.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
4.R.3.1 Compare the use of fact and fiction in historical and contemporary realistic fiction.	4.A.R.3.1 Can give examples of true facts from books.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
4.R.4.1 Gather and organize information for study and research purposes.	4.A.R.4.1 States one purpose of a book.
4.R.4.2 Use text features and graphic features to categorize information and to gain meaning from informational materials.	4.A.R.4.2 Uses pictures to sort/categorize to gain meaning from informational text.

South Dakota 4th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Uses word parts to determine meaning of unfamiliar words. • Uses comprehension strategies to gain meaning from text. • Uses organizational features of text and prior knowledge to make predictions. • Sequence the main events and describe the main problem or solution • Compare and contrast literary elements between two stories. • Compare the use of fact or fiction in different texts. • Tells where to find factual information and the purpose of informational sources. • Use organizational features of text and prior knowledge to make predictions.
Applying	<ul style="list-style-type: none"> • Uses picture clues to determine meaning of unfamiliar words. • Uses personal experiences to relate to text. • Uses pictures to make predictions. • Describes the events at the beginning, middle, and the end of the story. • Compare two stories. • Can give examples of true facts from books. • States one purpose of a book. • Use pictures to make predictions.
Developing	<ul style="list-style-type: none"> • Uses picture clues to determine meaning from text • Shows interest in a book based upon personal experience • Uses pictures to make choices about books. • Describes three details from the story. • Compare two stories using pictures. • Can tell something that is true. • States one reason that child chose a book. • Use pictures to make choices about books.
Introducing	<ul style="list-style-type: none"> • Uses picture clues to maintain interest in text • Shows interest in a book. • Uses pictures to gain interest in book • Tells two details from the story • Compare two pictures. • Can react to something that is true. • Child chooses a book when asked. • Uses pictures to gain interest in book.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

5th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
5.R.1.1 Use knowledge of word categories and word parts to determine meaning of unknown words.	5.A.R.1.1 Identify word parts & categories to determine meaning of words.
5.R.1.2 Apply comprehension strategies to construct meaning from literary and content area text.	5.A.R.1.2 Use comprehension strategies to increase meaning from text.
5.R.1.3 Analyze organizational features to determine important ideas in fiction and informational text.	5.A.R.1.3 Identify important ideas in fiction and informational text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
5.R.2.1 Determine the organizational structure of various texts in order to facilitate comprehension.	5.A.R.2.1 Sequence events through various media outlets for comprehension.
5.R.2.2 Recognize the importance of literary elements and literary devices, and consider how they affect the message.	5.A.R.2.2 Identify & describe literary elements.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
5.R.3.1 Question and compare literary selections from the perspective of various cultures and time periods.	5.A.R.3.1 Identify various cultures and time periods in text.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
5.R.4.1 Locate and determine the importance of information for use in study and research.	5.A.R.4.1-4.2 Locate information for use in study and research.
5.R.4.2 Use information from a variety of formats to make inferences and report conclusions.	

South Dakota 5th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Use word parts & categories to determine meaning of words. • Select comprehension strategies to use to increase meaning from text. • Illustrate important ideas in fiction and informational text. • Compare and sequence events through various media outlets for comprehension. • Use literary elements to describe a text. • Classify various cultures and time periods in text. • Locate & use information from a variety of formats to identify its purpose.
Applying	<ul style="list-style-type: none"> • Identify word parts & categories to determine meaning of words. • Use comprehension strategies to increase meaning from text . • Identify important ideas in fiction and informational text. • Sequence events through various media outlets for comprehension . • Identify & describe literary elements . • Identify various cultures and time periods in text. • Locate information for use in study and research.
Developing	<ul style="list-style-type: none"> • Identify word parts to determine meaning of words. • Use comprehension strategies to increase meaning from text. • Identify important ideas in fiction. • Categorize events through various media outlets for comprehension. • Identify 2 literary elements. • Identify various time periods in text. • Identify information from a variety of formats.
Introducing	<ul style="list-style-type: none"> • Identify word parts to determine meaning of words. • Expose students to comprehension strategies to increase meaning from text. • Repeat ideas from the story. • Match printed/oral word with corresponding pictures. • Identify 1 literary elements • Listen to texts from various time periods • Expose students to a variety of text formats

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

6th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
6.R.1.1 Use context to understand words with multiple meanings.	6.A.R.1.1 Use context to understand the meaning of words.
6.R.1.2 Use direct and implied meaning to understand text.	6.A.R.1.2 Identify main idea and supporting details.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
6.R.2.1 Use the text structures and patterns in various literary texts to create meaning.	6.A.R.2.1 Identifies the text structures to create meaning.
6.R.2.2 Describe types of figurative language.	6.A.R.2.2 Describe similes and personification as types of figurative language.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
6.R.3.1 Explain how literature can be used to better understand other time periods and events.	6.A.R.3.1 Describe various cultures and time periods in text.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
6.R.4.1 Use reference sources to retrieve information.	6.A.R.4.1 Retrieve information from a variety of references.
6.R.4.2 Compare and contrast information on one topic contained in several sources.	6.A.R.4.2 Compare information on one topic contained in several sources.
6.R.4.3 Determine the quality of material in informational texts.	6.A.R.4.3 Omit

South Dakota 6th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Explain context clues used to understand the meaning of words. • Examine the main idea and supporting details. • Use the text structures to create meaning. • Categorizes similes & personification as types of figurative language. • Classify various cultures and time periods in text. • Use reference sources to complete a task. • Compare and contrast information on one topic contained in several sources.
Applying	<ul style="list-style-type: none"> • Use context to understand the meaning of words. • Identify main idea and supporting details (direct meaning). • Use the text structures to create meaning. • Describe similes and personification as types of figurative language. • Describe various cultures and time periods in text. • Retrieve information from a variety of references. • Compare information on one topic contained in several sources.
Developing	<ul style="list-style-type: none"> • Determine what constitutes context. • Identify main idea. • States the problem and solution. • Associate a graphic with a given simile. • Describe various time periods in text. • Label the main parts of a reference source. • Compare information on one topic in two sources.
Introducing	<ul style="list-style-type: none"> • Expose students to context clues. • Expose students to the main idea. • Repeats the given problem and solution. • Repeats similes. • Listening to texts from various time periods. • Expose students to reference sources. • Exploring information in two sources.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

7th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
7.R.1.1 Understand how word choice affects meaning.	7.A.R.1.1 Demonstrate how specific words affect meaning.
7.R.1.2 Use inferences to extend meaning beyond literal understanding of text.	7.A.R.1.2 Infer meaning from text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
7.R.2.1 Describe how authors use literary elements to create meaning.	7.A.R.2.1 Identify the characters, setting, and problem to create meaning in a story.
7.R.2.2 Describe how authors use literary devices to create meaning.	7.A.R.2.2 Identify and understand similes to enhance meaning.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
7.R.3.1 Connect historical and cultural influences in literary selections to construct meaning.	7.A.R.3.1 Read literary selections about local cultures and history to create meaning.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
7.R.4.1 Distinguish which reference sources will provide the best information for the assigned task.	7.A.R.4.1 Choose which reference sources give facts about a topic.
7.R.4.2 Analyze and organize information from various sources.	7.A.R.4.2 Analyze and organize information from the world to make appropriate choices.
7.R.4.3 Evaluate the accuracy and credibility of information about a topic contained in multiple sources.	7.A.R.4.3 Omit

South Dakota 7th Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Understand word meaning in context. • Read and infer meaning from text. • Read and identify the literary elements (characters, setting, rising action, climax, falling action, resolution) to create meaning. • Read and identify literary elements (characters, setting, problem, solution) to create meaning. • Read literary selections about local cultures and compare and contrast with their own lives. • Utilize reference sources to identify facts about topics. • Analyze and organize information from more than one source when given various materials.
Applying	<ul style="list-style-type: none"> • Demonstrate how specific words affect meaning. • Infer meaning from text. • Identify the characters, setting, and problem to create meaning in a story. • Identify and understand similes to enhance meaning. • Read literary selections about local cultures and history to create meaning. • Choose which reference sources identify facts about a topic. • Analyze and organize information, from the world around them, to help make appropriate choices.
Developing	<ul style="list-style-type: none"> • Demonstrate an understanding of word meaning through verbal and/or non-verbal cues. • Infer meaning from pictures and words. • Identify the main characters and the setting to create meaning in a story. • Choose a picture that represents the meaning of a simile. • Read literary selections and make personal connections between the selection and students' lives. • Distinguishes between when to use a bus schedule, meal schedule, and a list of phone numbers. • Read and organize information.
Introducing	<ul style="list-style-type: none"> • Demonstrate an understanding of meaning through verbal and/or non-verbal cues. • Infer meaning from a picture. If a person is smiling they can infer that he/she is happy. • Identify the main characters in a story. • Explore and respond to picture books that contain similes. • Present different cultures through their traditional dress or traditions. • Explore nonfiction picture books • Explore newspapers and other print materials.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

8th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
8.R.1.1 Apply knowledge of word origins and derivations to extend vocabulary development.	8.A.R.1.1 Apply knowledge of common prefixes and roots.
8.R.1.2 Use reading strategies to comprehend the meaning of words and text.	8.A.R.1.2 Ask questions and make connections to comprehend the meaning of words and texts.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
8.R.2.1 Analyze and explain the author's use of literary elements.	8.A.R.2.1 Identify characters, setting, and conflicts to create meaning in a story.
8.R.2.2 Describe the effect of the author's use of literary devices.	8.A.R.2.2 Identify figurative language and literary devices such as symbolism, through pictures and words, to create meaning.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
8.R.3.1 Compare/contrast literature from different eras or cultures dealing with similar themes or conflicts.	8.A.R.3.1 Read and answer questions about literary selections about local cultures and history to create meaning.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
8.R.4.1 Determine the appropriate strategy to gather and organize information.	8.A.R.4.1 Choose between two different reference sources that give appropriate facts about a topic.
8.R.4.2 Evaluate information about a topic gathered from a variety of sources.	8.A.R.4.2 Gather information from two or more sources to make decisions.
8.R.4.3 Combine new information with existing knowledge to form interpretations.	

South Dakota 8th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Apply knowledge of word parts to sentences and/or passages. • Retell, using important information from the text. • Describe the characters, setting, and conflict in the story. • Apply the meaning of symbolism found in texts to their own life. • Compare/contrast literature about other cultures to their own culture and lives. • Choose three sources to gather information about a topic. • Gather information about a topic from a variety of sources.
Applying	<ul style="list-style-type: none"> • Apply knowledge of common prefixes and roots. • Ask questions and make connections to comprehend the meaning of words and texts. • Identify characters, setting, and conflicts to create meaning in a story. • Identify figurative language and literary devices such as symbolism, through pictures and words, to create meaning. • Read and answer questions about literary selections about local cultures and history to create meaning. • Choose between two different reference sources that give appropriate facts about a topic • Gather information from two or more sources to make decisions.
Developing	<ul style="list-style-type: none"> • Demonstrate the understanding of the meaning of plural suffixes. • Making personal connections to comprehend words and texts • Identify characters and setting to create meaning in a story. • When presented with a story containing symbolism, students will respond to questions about symbolism. • Listen and talk about picture books that depict local culture and history • Explore and respond to the sources provided and offer 1-2 facts about the topic. • Make a decision when given information from a source.
Introducing	<ul style="list-style-type: none"> • Match picture cards to words • When asked a question, students are able to select the correct response. • Identify more than two characters in the story. • Explore and respond to picture books containing symbols. • Explore and respond to picture books that depict local culture and history. • Explore and respond to books about a topic • Explore and respond to sources.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.

2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

9th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
9.R.1.1 Use various reading and study strategies to increase comprehension.	9.A.R.1.1 Use pre-reading strategies to increase comprehension.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
9.R.2.1 Analyze and summarize an author's use of complex literary elements.	9.A.R.2.1 Identify the effects of literary elements.
9.R.2.2. Analyze and describe the effect of figurative language and other literary devices in various genres.	9.A.R.2.2 Explore and respond to the effects of literary devices.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
9.R.3.1. Analyze the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods.	9.A.R.3.1 Select reading material relative to reader's purpose.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
9.R.4.1 Compile and evaluate potential sources for research projects.	9.A.R.4.1 Select useful sources.

South Dakota 9th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none">• Apply pre-reading strategies to increase comprehension.• Identify and explain the effects of literary elements.• Identify and explain the effects of literary devices.• Select and use reading material relative to purpose.• Select and use practical sources of information.

Applying	<ul style="list-style-type: none"> • Use pre-reading strategies to increase comprehension. • Identify the effects of literary elements. • Explore and respond to the effects of literary devices. • Select reading material relative to reader's purpose. • Select useful sources.
Developing	<ul style="list-style-type: none"> • Identify pre-reading strategies to increase comprehension. • Identify literary elements. • Identify literary devices. • Use material relative to purpose. • Use practical sources.
Introducing	<ul style="list-style-type: none"> • Name pre-reading strategies to increase comprehension. • Name literary elements. • Name literary devices. • Explore and respond to reading material relative to purpose. • Explore and respond to practical sources.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

10th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
10.R.1.1 Connect main ideas to identify relationships with other sources and topics.	10.A.R.1.1 Generalize connections from text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
10.R.2.1 Compare/contrast similar themes across genres to determine how the type of literature shapes the message.	10.A.R.2.1 Compare the same theme in several genres.
10.R.2.2 Analyze and identify the structures of literary genres and their functions within that category.	10.A.R.2.2 Recognize the structure of literary pieces.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
10.R.3.1 Understand differences between author's intent and reader's interpretation through various cultural and historical perspectives.	10.A.R.3.1 Interpret literature based on reader's background.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
10.R.4.1 Differentiate between fact, logic, and opinion in various texts.	10.A.R.4.1 Classify fact and opinion.
10.R.4.2 Analyze information for clarity, relevance, point of view, credibility, and supporting data.	10.A.R.4.2 Select informational text relevant to a reader's purpose.

South Dakota 10th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Generalize and explain connections from text. • Compare and contrast the same theme in several genres. • Describe the structure of literary pieces. • Interpret and explain literature based on reader's and author's background • Justify the classification between fact and opinion. • Explain what makes informational text relevant to a reader's purpose.
Applying	<ul style="list-style-type: none"> • Generalize connections from text. • Compare the same theme in several genres. • Recognize the structure of literary pieces. • Interpret literature based on reader's background. • Classify fact and opinion. • Select informational text relevant to a reader's purpose.
Developing	<ul style="list-style-type: none"> • Associate connections from text. • Identify the theme in several genres. • Name the parts of literary pieces. • Connect literature to reader's background. • State fact and opinion. • Utilize selected informational text relevant to a reader's purpose.
Introducing	<ul style="list-style-type: none"> • Generalize connections from text. • Identify and respond to a literary theme. • Explore the structure of literary pieces. • Recognize literature. • Define factual information. • Explore selected informational text relevant to a reader's purpose.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

11th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
11.R.1.1 Use various reading and study strategies to increase comprehension.	11.A.R.1.1 Use a reading strategy to increase reading comprehension.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
11.R.2.1 Analyze and explain the relationships among elements of literature (characterization, setting, plot, theme, conflict).	11.A.R.2.1 Interpret the function of the elements of literature.
11.R.2.2 Analyze and explain literary devices within text.	11.A.R.2.2 Analyze how word choice affects meaning in text.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
11.R.3.1 Analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work.	11.A.R.3.1 Recognize the influence of culture on written work.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
11.R.4.1 Examine the effect of faulty logic techniques in expository text.	11.A.R.4.1 Recognize degrees of validity and accuracy in printed text.

South Dakota 11th Grade Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Use various reading strategies to increase comprehension • Interpret and explain the function of the elements of literature. • Analyze and explain how word choice affects meaning in text. • Recognize and explain the influence of culture on written work. • Recognize and explain degrees of validity and accuracy in printed text.
Applying	<ul style="list-style-type: none"> • Use a reading strategy to increase comprehension . • Interpret the function of the elements of literature. • Analyze how word choice affects meaning in text. • Recognize the influence of culture on written work. • Recognize degrees of validity and accuracy in printed text.
Developing	<ul style="list-style-type: none"> • Practice a reading strategy to increase comprehension • Identify the elements in a selected piece literature. • Identify imagery (descriptive words) in literary works. • Recognize culture in written work. • Recognize accuracy in printed text.
Introducing	<ul style="list-style-type: none"> • Repeat and practice a modeled reading strategy to increase comprehension • Practice identifying the elements of literature. • Explore and respond to imagery in literary works. • Explore and respond to different cultures via written work. • Explore and respond to the accuracy in printed text.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

12th GRADE READING ALTERNATE CONTENT STANDARDS

Goal 1: Students are able read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

General Education Standards	Alternate Content Standards
12.R.1.1 Analyze the effect of style on the interpretation of text.	12.A.R.1.1 Explain how writing style can change the meaning for the reader.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

General Education Standards	Alternate Content Standards
12.R.2.1 Evaluate authors' style in poetry, drama, fiction, and informational text.	12.A.R.2.1 Recognize various literary styles.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

General Education Standards	Alternate Content Standards
12.R.3.1 Read and critique literary works from a variety of cultures and eras.	12.A.R.3.1 Read and critique literary works from a variety of cultures and eras.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

General Education Standards	Alternate Content Standards
12.R.4.1 Locate, synthesize, and use information from multiple sources to solve problems and make decisions.	12.A.R.4.1 Locate information to solve problems and make decisions.

South Dakota 12th Reading Alternate Achievement Descriptors

Levels	Descriptors
Advancing	<ul style="list-style-type: none"> • Explain and justify how writing style can change the meaning for the reader • Analyze various literary styles. • Compare and contrast literary works from different times and places. • Locate and use information to solve problems and make decisions.
Applying	<ul style="list-style-type: none"> • Explain how writing style can change the meaning for the reader • Recognize various literary styles. • Read and critique literary works from a variety of cultures and eras. • Locate information to solve problems and make decisions.
Developing	<ul style="list-style-type: none"> • Identify the writing style of literary work. • Recognize contrasting literary styles. • Recognize literary works written from different times or places. • Use selected information to solve problems and make decisions.
Introducing	<ul style="list-style-type: none"> • Explore and respond to different writing styles. • Respond to different literary stories. • Explore and respond to literary works from different times and places. • Explore and respond to information to solve problems and make decisions.

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.